not aimed at, was foreseen by all who understood the educational situation in the summer of 1918; the escape from disaster was so significant for the educational authorities that it can never be anything but the subject of thankfulness; and that escape was due solely to the organization of the corps within the institutions.

The interference of the corps with the normal college studies and customs was a trifling price to pay for these extraordinary benefits. Some such loss was a foregone conclusion; and any criticisms based upon it are, therefore, beside the point.

The imperfect operation of the corps itself, in various details, large and small, is another matter, legitimately open to discussion. But the only matter of surprise here is that the corps could have been organized and operated at all, under the circumstances. The time limit was so short that the actual measure of achievement is next to incredible.—J. H. WIGMORE, in the *Educational Record.*

CAN WASTE OF MENTAL EFFORT BE AVOIDED?—"It is still true that investigators are frequently unacquainted with results already reached by others. And so it frequently happens that the best brains are exercised to the utmost in discovering things already discovered by others. Creative genius is rare. There are in a generation few cubic decimeters of brains in a nation, capable of materially advancing science, and yet history shows that in the past a large part of these precious cubic decimeters of gray matter has been expended upon needless repetition. . . .

"The probability of further penetration into the unknown is increased when several able minds are at work simultaneously, rather than one alone. Moreover, several workers may expect to obtain a greater volume of new knowledge. Under these circumstances some duplication is quite certain and cannot be avoided. But when a goal has been reached by one or more men, there should be an effective system of distribution of this knowledge that will stop all unnecessary intellectual endeavor.

"In the prevention of waste the capitalist can play a leading role. A serious difficulty encountered in the United States at the present time is the lack of funds for prompt publication. . . .Moreover the American periodicals devoted to research articles are financially unable to print articles except after long delay. Terminal stations for the distribution of scientific products are greatly congested.

Moreover, there is a crying need for efficient and prompt bibliography and abstracts of scientific output. It is here that the sympathetic capitalist can contribute to the advancement of science almost as much as he could, were he himself one of the foremost research workers. He can contribute to a very essential phase of scientific progress, namely, the prompt distribution of new knowledge and the prevention of avoidable waste of effort. Essential agencies in the dissemination of knowledge are abstracts and bibliographies. Except in chemistry and medicine, the United States has been derelict in the discharge of its share of obligation in this regard. The Great War has disarranged what was being accomplished in Europe and the present international situation is much worse than that of eight years ago.

"The need of the hour is not only adequate funds for printing, but also new, more instantaneous and effective methods of distribution. Some advance is desired which will accomplish for the twentieth century what the invention of printing achieved for the fifteenth century and photography for the nineteenth century. Scientific discovery should take up as one of its problems its own more efficient progress. Science should bend its efforts to devise new plans to accelerate its own rate of advancement. . . .The possibilities of the radiophone seem almost unlimited. It can be made to do what it is not yet doing. When John Smith has a new result, it lies theoretically within his power to transmit it instantaneously to his co-workers all over the world. And if such were done, the largest part of the waste of mental effort could be avoided."

FLORIAN CAJORI, in *Science*.

HOW TO PICK A PRESIDENT.—"Given the right man in the presidency of the college, the first thing he has to adjust is his board of trustees. It takes a long time for even a very powerful president to convince a trustee of his destination, beyond which 'his ticket does not read.' The most successful college president is he who has been most deft and diplomatic in locating the boundaries of trustee control. The trustees are ordinarily the custodians of the property—often very large—and of the general purpose and policy of the institution. The trouble comes—and this is illustrated in the case of most of the rows in which college presidents find themselves—when